



Dr. Robert H. Shaw

Photo courtesy FREE LANCE-STAR

Shaw dies suddenly

reprinted from the FREE LANCE-STAR

Dr. Robert H. Shaw, rector of Trinity Episcopal Church and professor of mathematics at Mary Washington College, died Saturday morning at Mary Washington Hospital after he was stricken, apparently with a stroke, Friday night.

Dr. Shaw, 52, was taken to the hospital at 10:30 p.m. Friday by the Fredericksburg Rescue Squad. He was at the home of Del. and Mrs. Benjamin H. Woodbridge Jr., 1112 Rappahannock Ave., when he became ill.

Among survivors are his wife, Mrs. Lucille S. Shaw, a daughter, Jane Frances and a son, Gregory. The Shaws resided at 1701 Greenway Drive.

Dr. Shaw came to Fredericksburg 12 years ago to assume the post of rector of Trinity Church. He was credited as the guiding force behind the expansion of the church, which nearly doubled its membership during his time here, and the enlarging of church programs.

Dr. Shaw's activities in the Fredericksburg community were extensive. In addition to serving as a

professor of mathematics at Mary Washington College, he was president of the Fredericksburg Personal Counseling Service, which he helped to organize while serving as president of the Fredericksburg Ministerial Association.

A native of Milwaukee, Wis., Dr. Shaw received his bachelor's degree summa cum laude from Carroll College and his master's degree from the University of Wisconsin. He was later awarded his doctorate from George Washington University in Washington.

He was commissioned a line officer in the U.S. Naval Reserve during World War II and served on active duty until 1946. From 1946 to 1949, he was employed as a senior mathematician with the Navy and also the Department of Defense as chief of a research unit.

Dr. Shaw entered the Episcopal ministry in 1958 after a distinguished career as a layman. At St. George's Church in Arlington, he was an adult Sunday School class teacher for 12 years, as well as vestryman, lay-reader and president of the Council of the Arlington Parish.

Free U open for enrollment

Under the auspices of Free University, several new courses have been initiated this semester. Most of the courses are not continuous; there is no registration. Interested students may attend classes at any point during the semester.

Five Free University courses have already been established and several others are in the process of organization. "Eastern and Western Attitudes Toward Nature in Literature" will meet Tuesdays at 4:15 p.m. in Chandler lounge with Mr. Raman K. Singh and Mr. Robert L. Nadeau serving as course instructors. Mr. Daniel A. Dervin is again offering his "New Culture" course at 7:30 p.m. Thursdays in Chandler 25. A course on "2001" (the book and the movie) will be taught by Miss Susan J. Hanna at 6:30 p.m. Wednesdays in Chandler 25.

Three students are offering courses in crocheting. Tuesdays at 7 p.m. Chris Reed will instruct in Bushnell parlor. Susan Harder will teach on Wednesdays at 7 p.m. in 512 Bushnell. Thursdays at 7 p.m. Chris Duffey will offer instruction in 314 Russell.

Dr. Kurt Leidecker will conduct a course on Thailand. Interested students should contact Dr. Leidecker for arrangements.

Many of the courses have already started, but are still open for enrollment. Anyone interested in teaching, initiating or attending a Free University course should contact Diane Mowrey at extension 523.

THE BULLET

p. o. box 1115, fredericksburg, virginia

Prelim today; finals Wednesday

Members of the student body will go to the polls this week to elect Student Association and Honor officials for next year.

A preliminary election will be held today from 11 a.m. to 2 p.m. in ACL foyer for the office of academic affairs chairman. Final voting for all offices will take place Wednesday, March 10, from 9 a.m. to 4 p.m. in ACL 108.

Nominations were held last Monday for the 17 student positions to be filled in this election. Candidates for office are: for SA executive chairman, Mary Ann Wegener and Anne Welsh; for Honor Council president, Kathy Bradford and Beth Conrad; for

SA legislative chairman, Debbie Mandelker (uncontested); for SA judicial chairman, Karen Harwood (uncontested).

Other nominees for SA Executive Cabinet are Thea Cox and Jeanne Rabe, national affairs chairman; Happy Anderson and Irene Kowicz, social affairs chairman; Paddy Link, Joy Praet, and Sue Ridd, academic affairs chairman; and Monita Fontaine and Pixie Gaine, senator-at-large.

Nominated for Inter-Club Association president was Sharon Richmond (unopposed); For Recreation Association president, Loretta Ratkus and Andy Sosnowski.

In addition, five students will be elected to serve on Campus Review Court. Nominated last Monday were: for the sophomore class (one student to be elected), Kathy O'Connell and Cindy Kear; for the junior class (two to be elected), Kathy Alexander and Elaine Mandalis; for the senior class (two to be elected), Sarah Cross, Laurel Praet, and Kathy Sullivan.

Nominated for the Board of Publications (two to be elected) were Betty Harmon and Burrell Montz.

Candidates will present their final speeches tomorrow night at 7 p.m. in Monroe 21. Following the speeches, there will be a demonstration on the use of the voting machines which SA has obtained for Wednesday's elections.

Because the machines will be able to tabulate the results within 15 minutes after the polls close, Student Association will be able to report the outcome of the voting Wednesday night, thus eliminating the traditional one-day waiting period. Announcements of final election results will be made at 6:30 p.m. in ACL ballroom.

Also announced at Monday's meeting were the names of next year's freshman hall presidents and freshman counselors.

Three residence halls will remain freshman dorms next year. Freshman hall presidents for 1971-72 will be Jo Mayhew in Betty Lewis, Betsy Pabst in Virginia, and Suzanne McClenaghan in Willard.

Freshman counselors for 1971-72 are: for Betty Lewis, Susan Basile, Nancy Bugas, Stephanie Carr, Mary Cinnalli, and Anne Gray Jones; for Virginia, Helen Anne Bryant, Kathryn Buchanan, Sallie Carter, Edie Cobb, Kathy Daley, Ellen Juul-Nielsen, Helen Anne Russell, and Vivian Wilson; for Willard, Laura Blevins, Linda Bridgeford, Beth Gore, Janet Hendrick, Nancy Land, Judith Parker, Sharon Perkins, Debbie Reynolds, Sharon Richmond, Margaret Sheehy, Marilyn Smith; for Bushnell, Patricia Sampson; for Mason, Elin Adams; for Randolph, Susan Hunt; for Russell, Nancy Schumaker; for Tri-Unit, Linda Adkins and Elaine Dobrusin; for Westmoreland.



photo by Becky Smith

Senate meets in ACL

Senators met last Tuesday night for a meeting which was shortened due to the upcoming SA elections. Dory Teipel, Senator-at-Large, acted as presiding officer in Mimi Heame's absence.

It was announced that six students may attend the March 13 "Women in Virginia Higher Education Conference" at the College of William and Mary. Applications are due by March 9, and transportation will be provided.

Teipel announced that freshmen and sophomores may live off campus as of next fall. Any student who wants to

move may pick up the appropriate forms in the Office of Admissions.

Betsy Blizard, head of the Committee on College Affairs, asked senators to discuss the plan for a rathskeller with their constituents. Blizard added that the committee, after an investigation, had chosen Monroe basement as a probable site, and asked for further suggestions from any student.

Senators also discussed Anne Welsh's amendment to the by-laws, which would enable a faculty member to join a Senate committee. The proposal will be voted on at the next Senate meeting.

FORUM

editorial

Exec

The decision of whom to support for executive chairman of Student Association was a difficult one to make this year. Both Mary Ann Wegener and Anne Welsh are well-qualified for this position; both hold impressive records in working with students as well as with members of the faculty and administration; both show a concern for, and an awareness of, Student Association and the many problems which now exist within our government structure.

The BULLET feels, however, that the election of Anne Welsh to the position of SA executive chairman would be more beneficial to the College community as a whole.

Mary Ann Wegener's platform is largely composed of a number of plans and goals which, however admirable, are reminiscent of campaign promises of former years which never seemed to materialize or which were quickly forgotten soon after the election. Anne Welsh has, for the most part, avoided the usual campaign promises; instead, her platform presents a basic and well thought-out philosophy of studentship and Student Association which, in the long run, is more indicative of her potential as a student officer than promises to voters can ever be.

In the course of their interviews with the BULLET, the two candidates were asked why they felt there was so much apathy toward Student Association. Mary Ann's response was that "The people don't really want the responsibility. People are either afraid of it or they don't understand it. Well, I think maybe they're just lazy." She then advocated approaching the students and demanding their ideas, stating that "if you put people on the spot long enough they will respond." What Mary Ann is saying is that she plans to goad students into becoming interested in the system as it exists. Anne Welsh, however, has a different perspective: her plan is to goad the system into becoming more interesting to students as THEY exist. To the aforementioned question, Anne answered, "I think that a lot of people have been called apathetic, perhaps because we haven't found what they're interested in." This greater interest in students as people, plus her willingness to meet them halfway, is what is needed in Student Association if the present atmosphere of apathy is to be dispelled.

The BULLET urges all students to cast their votes for Anne Welsh this Wednesday.

Because of limitations of time and space, the BULLET is unable to print endorsements of other candidates.

crossfire

by Kathy Schroeder, '71

Campaign 1971 (or '70, '69, '68... Haven't I heard all of this before?) So what's new? Not much, except that "discussions" are now called "raps." Big deal. In fact, the big deal this year (or any other year) seems to be (once more) an interest in generating interest. Dejavu? No, just the same old big deal. It's about time someone (who obviously possessed a great deal of insight) realized that this interest thing is ludicrous at best, and said, "Hey, why should I break my ass doing all this work myself?" Because the fact of the matter is, that trying to create interest where none was before is a fool's errand. To wit: Q. "What would you do to generate more interest in free university?" A. (Ideally, not actually I might add -) "Nothing. To create a structure and then try to make people interested in that structure is putting the cart before the horse. The already existing interest (or whatever you

want to call it) should be the dynamic that creates and operates the structure."

The most viable form of "student government" lies in its non-existence. Let those who want things done do it themselves, instead of sloughing off the responsibility onto a single individual whose function seems now to be that of "recreation director." If no one takes the initiative, then allow them to rot—as they deserve it, and more important, obviously desire it.

It's time we ceased this ceaseless complaining about dull classes as well. As there are about 30 of us and but one professor, is there any mistaking where the fault lies, at least in part?

It's just about time that someone put a stop to all this and demanded that either we take on some of the burden, or shut up.

P.S. To all candidates: If you win, you lose. If you lose, you win.

feedback

So long

To the Editor:

I have relinquished dorm mothers, pumpkin pails, bastard lists, sign out/flip out cards, buddies, hall informers, bitchin' Sunday, horny Thursday, Cavaliers, and Mary Washington College. And for the first time since last September, I feel like a human being with an intellectual capacity for learning and the ability to enjoy myself thoroughly while-so-doing.

Miraculously surviving my first and only semester at MWC, I have since come to learn the complete nightmare from which I transferred.

Southern hospitality failed to show its applicability to Fredericksburg, while I attended MWC. One night, several of us were threatened with loaded pistols and Gideon Bibles at a local motel, by raving maniacs screaming, "... Shoot 'em! Shoot 'em like you would a nigger!" during a raid on an innocent motel beer party. Another time, my roommate and I were tried by the MWC Judicial Board, found guilty, and sentenced to two weeks of an absurd punishment, one night after coming in late due to totally uncontrollable weather circumstances. Also, while hitching a ride one afternoon, two of us were purposely nearly run off the road by Fredericksburg rednecks. More than once, I encountered unprovoked rudeness and finger displays while with "longhairs" on the streets of Fredericksburg.

The sickest and most perverted episode happened during my last hours at MWC. The night prior to my kiss - off to MWC, my mother who had happened to sleep in my room, was rudely thrown out by the house mother, due to exam regulations. The next day, I discovered through my parents that a hall "spy" had reported many illicit goings-on, from my first beanie-rebellious days on campus, to the dorm mother, who had gone to the dean with her covered tidbit of gossip. I was speechless as my obviously upset mother unwillingly accused me of shacking up, leaving school weekends, lying to my parents, and doing things that girls "just shouldn't do." Much of the ill-gotten and downright false information included personal details only a diary knows, and exaggerations of a bull session.

With my concerned parents' help, we have discovered the sick informer, and we are certain that her future will include a psychoanalyst's couch - at best. But until that time, how many more unsuspecting girls will be needlessly harassed and slandered. This is a warning to all surviving members of the student body - as for myself, I'm through with bullets and BATTLEFIELDS.

(name withheld by request)

BULLET disgusting

To the Editor:

Re: "It is the fault of the student body that you no longer provide us with your viewpoints

and opinions and do not indicate to us where your interests lie."

During my freshman year here at MWC the BULLET aggravated me; I complained to the other students around me. During my sophomore year here at MWC the BULLET irritated me; I complained to students around me and to BULLET staff members directly (Some of them listened to me, and some refused. One girl even left my room in tears because she thought I was being unfair to criticize her editor and her paper, both of whom she spoke of in reverent tones, as though they were above error and therefore above criticism). During my junior year here at MWC the BULLET disgusted me; I complained to almost anyone who would listen to me. Now, during my senior year here at MWC, it is true that I "no longer provide (you) with (my) viewpoints and opinions." Why bother?

Sincerely,
Nancy Smith, '71

"Don't you forget it"

To the Editor:

In a time when there are many complaints toward the older generations, I feel that a few thank-yous are needed. Below you will find only a starting point.

"DON'T YOU FORGET IT"

"I'd like to share some facts with you about the two most recent generations - your parents and grandparents.

"These are the people who within just five decades - 1919 to 1969 - have by their work increased your life expectancy by approximately 50% - who, while cutting the working day by a third, have more than doubled per capita output.

"These are the people who have given you a healthier world than they found. And because of this you no longer have to fear epidemics of flu, typhus, diphtheria, smallpox, scarlet fever, measles, or mumps that they knew in their youth. And the dreaded polio is no longer a medical factor, while TB is almost unheard of.

"Let me remind you that these remarkable people lived through history's greatest depression. Many of these people know what it is to be poor, what it is to be hungry and cold. And because of this, they determined that it would not happen to you, that you would have a better life, you would have food to eat, milk to drink, vitamins to nourish you, a warm home, better schools, and greater opportunities to succeed than they had.

"Because they gave you the best, you are the tallest, healthiest, brightest, and probably best-looking generation to inhabit the land.

"And because they were materialistic, you will work fewer hours, learn more, have more leisure time, travel to more distant places, and have more of a chance to follow your life's ambition.

"These are also the people who fought man's

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grisliest war. They are the people who defeated the tyranny of Hitler, and who, when it was over, had the compassion to spend billions of dollars to help their former enemies rebuild their homelands. And these are the people who had the sense to begin the United Nations.

"It was representatives of these two generations who, through the highest court of the land, fought racial discrimination at every turn to begin a new era in civil rights.

"They built thousands of high schools, trained and hired tens of thousands of better teachers, and at the same time made higher education a very real possibility for millions of youngsters — where once it was only a wealthy few.

"And they made a start — although a late one — in healing the scars of the earth in fighting pollution and the destruction of our natural environment. They set into motion new laws giving conservation new meaning and setting aside land for you and your children to enjoy for generations to come.

"They also hold the dubious record for paying taxes — although you will probably exceed them in this.

"While they have done all these things, they have had some failures. They have not yet found an alternative for war, nor for racial hatred. Perhaps you, the members of this graduating class, will perfect the social mechanisms by which all men may follow their ambitions without the threat of force — so that the earth will no longer need police to enforce the laws, nor armies to prevent some men from trespassing against others.

"But they — those generations — made more progress by the sweat of their brows than in any previous era, and don't you forget it. And, if your generation can make as much progress in as many areas as these two generations have, you should be able to solve a good many of the world's remaining ills."

(Dr. Eric A. Walker
President Emeritus
The Pennsylvania State University
Graduating address — 1970)

Thank you,
Donna C. Mann

Be responsible

To the Editor:

I was reminded of the well-worn phrase, "United We Stand, Divided We Fall," when I read the Turning Point ticket distributed last night. I hope MWC students will not be misled by the purpose of this ticket. It has been explained to me by members running on the ticket as a convenient method to express like-minded ideas. Since the individuals had similar future plans for our student government, an encompassing platform would expediently integrate these candidates.

However, to my dismay, I heard a voter verbally wonder whether, if she voted for one candidate, she would have to vote for all the candidates. That such blindness should exist on the part of a hopefully intelligent and educated student is reprehensible. Could it be there are voters who will not judge each candidate on her own merits, or lack thereof, instead of lumping all into one indistinguishable bunch? Are separate candidates going to be forgotten under the guise of a well intended, although nebulous, ticket?

I caution each voter of MWC to act as a responsible, intelligent judge of each candidate, based on her character, past performance, and future plans in deciding next year's leaders.

Sincerely,
Jan Donaldson '72

"Turning Point" praised

To the Editor:

Though I tend to view student politics as just another of those outrageous farces to which overexuberant college youths are so oftentimes given, this institution appears to be a necessary evil in our society, or lack of society depending on one's perspective. If something exists, such as student politics, and there does not appear to be a viable alternative — which there doesn't until the entire community decides to re-evaluate their respective positions — one has no choice but to work within the present framework to make it the least intol-

erable to one's responsibilities as possible.

I must say that I am impressed by a trend which has appeared during the recent campaigns here at Mary Washington. I am referring to a group of students who formed a collective effort perhaps better known as "A Turning Point." The necessary expense of running a campaign has been a thorn in the side of American politics for many years, and I am glad to see that a means of at least diminishing this situation has evolved here. It stands to reason that if a group of individuals should pool their resources and work cooperatively on the trivia of campaign material, two advantages should be gained: that of reducing the amount of funds required for such an effort, as well as preventing a duplication of labor in those areas in which just plain work is required.

These advantages also extend to the students who are to vote in the upcoming election, for then there is an equalization of the contenders as far as any diversity of financial backing may be concerned, a presentation of the candidates' respective platforms in a concise and easily-understood format, as well as allowing them a greater amount of time to "meet the people" if you will, due to the greater freedom from the more mundane endeavors.

The most significant aspect of this group does not lie in these obvious advantages of such a collective effort, however. The most impressive fact to me is that these are all individuals, each running independently of the others, who can work together to alleviate some of the trivialities of life. It seems to me that these people have truly grasped the idea of community which has been so banded about these days. Community is a group of individuals who combine efforts so that labor is not duplicated in maintaining the mechanistic aspects of living, so that more free time is available to be devoted to the more important problems of just where we are going, a separation of the secular from the higher aspects of life. I feel that these people are to be commended for their insight, and perhaps the rest of us could profit from their example.

By joy all things live,
W. Bruce Fink E. '74

Wegener

To the Editor:

Beneath the shiny veneer of catchy campaign slogans and verbal volleyball which are exchanged around election time lies each individual candidate. I caution every member of our college community to investigate each individual for her own personal worth and not to be misled by any gaily decorated banwagon upon which many attempt to hitch an underserved ride to victory. Mary Ann Wegener, candidate for Executive Chairman, needs no introduction to many who know her. Her records of hard work for three years is proof that she has the necessary background, experience, and ability to serve in this most responsible position. As a freshman senator, Mary Ann immediately began working for Mary Washington College, devoting her time and energy where it was most needed. Returning her sophomore year, she was again elected senator and was responsible, along with others, for extended dorm hours; she also edited the monthly National Student Association Regional Newsletter. This year, as president of Willard dorm, Mary Ann was the principal individual responsible for the campus Coffee House, an outstanding success by any measure. Such a background and record of performance is unmatched by any candidate. Mary Ann Wegener stands alone, sufficient unto herself, as the most knowledgeable, qualified, and ONLY candidate for student government Executive Chairman.

Sincerely,
Jan Donaldson, '72
Mary Lee Tucker, '71
Jan Moore, '72
Patty Young, '72
Jane Reilly, '72
Brenda Wirt, '72
Chris Jaeger, '72
Nan Crueger, '72
Patsy Hargrove, '72
Marti Houchins, '72
Ellen Taylor, '72
Peg Hubbard, '72
Kathy Atkinson, '72

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Honor

Beth Conrad and Kathy Bradford have both spent a lot of time running up several thousand copies of their platforms for the position of Honor Council president. Conrad's entitled "Change with Continuity," and Bradford's, "It's the Individual that Counts!" Conrad need not have mentioned continuity, because the Honor System will obviously continue whether or not, as Bradford says, it treats the student as an "object, half-human, or individual." But the System will continue, regardless of the individual student, or of all the students, in the way that obsolete institutions do: as a hangover from the past, a disposable relic.

The BULLET supports neither candidate for Honor Council president in this election. This non-support is based not on the relative merits or shortcomings of either candidate, but on the faults and deficiencies of the system which they are so fondly working to shore up.

Conrad claims that "radical change is not what is needed." This is pure tripe. The radical change which seems to frighten the Honor System people so much came years ago. When students in Ball dormitory must padlock the refrigerator door and entrust the key to the hall chairman, the Honor System is not working. When a stereo is stolen from the library and a television disappears from a student lounge, the Honor System is not working. When, at the beginning of every semester, a few students regularly and systematically clean out book money from other students' rooms, the Honor System is not working.

That principle which both Conrad and Bradford call honor is apparently nonexistent, if it ever existed at all as a part of life here. The offices on the Honor Council are merely slots to be filled in the largely powerless student government bureaucracy. Conrad "would like to make it the System you want," and Bradford echoes, from her platform, "what can be done to make our Honor Code more relevant to modern thinking."

The answer is a resounding and emphatic "nothing." Ditto handouts and buzz sessions will hardly foster the kind of mutual trust which validates an Honor System and all its trappings. Useless as it is, it does not merit preservation.

The Honor System is ludicrous because it is meaningless and because it is worn out.

THE bullet

jane touzalin
robin darling
christine duffey
beth conrad
liz pully
philo funk
kathy schroeder
susan riccio
yuri mccarthy
linda kay carpenter

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managing
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photography
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exchange
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circulation
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Signed letters to the editor are invited from all readers. The BULLET will print all letters within the limits of space and subject to the laws of libel.

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Honor candidates discuss the system

BULLET: In looking over both of your platforms, it seems that they both contain the same philosophies on the Honor System: for instance, they both advocate use of what is now the "unusual emotional stress" clause in all cases. Where do you feel that you differ from your opponent as far as your suggestions and philosophies about the Honor System are concerned?

BRADFORD: I realize that the basic philosophy behind both Beth's and my platforms is similar. I believe that this is because both of us have been on the council for two years, and we both understood the direction that the Council was heading in and were both in favor of the directions it's been heading in. So I don't find it disturbing that we would be advocating similar platforms. The main thing that I see as being different is that I have had a year off the Council which I do believe is a benefit in my behalf; because I believe that, while you are on the Council, you sometimes have almost a false feeling of how smoothly the system is running. You see it as very efficient, very smooth, and very strong around you because the people that you are around are talking it up. And people do not come up to you if they suspect an honor violation; they can't talk to you because you can't know about these things before the trial. So in my position as hall president of Marshall, I do get all the people coming up to me who are concerned about what's going on; and I do have students come up to me and say, "I came here believing that there was a very strong Honor System on this campus, but I've had \$10 stolen from my room," or, "There have been clothes stolen out of my garment bag; what should I do about it?" And I've seen a totally different side of the Honor System than I've ever seen before. In my first two years here I was kind of entrenched on the Council; and the Honor System, I believed, was a very beautiful thing and I was very gung-ho and very strong for it—and I still am. But I think that having a year off of the Council has given me a certain sense of objectivity toward the system and I realize some of the drawbacks that it has, some of the problems that are going on on campus today, especially in the social realm and in the dormitories. I feel that I've had an added experience in the freshman dorm and working with people on a personal level; that when you're on the Council you see people only when they come before you on trial. You can know nothing about them beforehand and you know nothing about the problems they have gone through—the personal type of agonies that people go through—but as freshman hall president I have been very intimate with people and with talking with them, and with what's going on inside them and when they've had problems that have had to do with honor or social, or any other types of problems. I've had lots of experience with dealing with people on a very individual level, which I did not get on the Council, but I feel that my two years on the Council have given me a very good understanding of what goes on in the Honor System. I've worked with three Honor Council presidents very closely. I understand that job, but there's another side of the Honor Council president which you do not get from being on the Council: and that is working very individually with people with problems. And I feel that this year as president of Marshall has given me an added advantage—that I have been able to work with people on a personal level.

CONRAD: I think mainly in three areas our platforms are different. My platform—instead of just starting

with the penalty system I think it's going back to the basic question of if we want one here. And if we want one here, it has to be because we want it now and not because we've always had it and it would be easy to keep it here. It's been here for 27 years, and I think it's about time we just stopped and figured out that if we want it, it better be because we want it now. Maybe if everybody realizes this, then we'll have a better system and it won't break down. And the mutual trust will start building up again. I think the other part about the psychological and emotional stress—we don't want to limit ourselves to extraordinary psychological and emotional stress in just a few cases. We want to be

not just the students—it might work out a lot better.

BULLET: Since you mentioned cases of faculty lying, what could be done if an administrator lied to students?

CONRAD: I have investigated this thoroughly; and since there's no administrative board elected by the administration I felt there was no way to prosecute an administrator. But through investigation I've found that every single administrator, except for Mr. Mann and Mr. Frantz, has faculty rights and has elected the Faculty General Cooperative Committee; and so for everyone in the administration except for these two, if you wanted to prosecute them it

then you get her permission. I don't think the name should ever be let out, unless she obviously wants her name put out in publication. I think you could say, "We had one honor trial this year. It was for stealing," and then say about three or four other things, like, "It involved stealing (whatever was stolen)" and then tell why the Council made the decision. Especially why the Council made the decision—what was our basis of judgement. I guess you really don't even have to include what was stolen. We'd include guilty or innocent, and what was the punishment we gave, and the reason why we gave the punishment we gave.

BRADFORD: I believe that the amount of information that is made public now is sufficient for the Council to give out. That is: the type of offense, and the punishment that was given. I do not believe that any other information should be given out by the Council, purely for the protection of the people who are involved. If they want to give out information themselves—if the accused or the accuser chooses to give out information—that's their prerogative. But I don't feel that it is the responsibility of the Council to give out any more information.

BULLET: Previously, the Honor Council did not judge intent in an honor trial because they felt that they were not capable of judging the state of someone's personal emotions, stress, etc. Since you are now in favor of judging by intent, why do you think you and other members of the Council are now capable to perform judgments of this type?

BRADFORD: I never feel that the Council could not perform a judgement of intent, as far as I understand, is so that a person cannot plead innocence to the provisions of the Honor Council; they cannot say that they did not know that this was an honor violation when it occurred. Why I say the Council should be able to take intent into consideration, I mean the intentions of what the student felt she was doing. I feel that all students realize what lying, stealing, cheating, and breaking your word of honor are; but occasionally someone will perhaps perform an act



Beth Conrad

photo by Becky Smith

able to consider all circumstances involved in a case and take intent into consideration in giving out a penalty; because without knowing why a person did it, it's impossible to give them a just punishment. Also I think a lot of the things on my platform are things I've seen wrong in trial situation constitutionally. The accuser should be present for all evidence, just as much as the accused should be. If he is leaving and doesn't hear the other side of the story, and if we decide in favor of the accused person, then he doesn't really understand what we are doing. All the other technical changes I think are going to make the system better, and if we ever get taken to court, the main thing will be because there will be an appeals system. And right now we don't really need one, but it's an area where we might need one in the future so I think we should start looking into it.

Both Kathy and I have said that we need a lot more faculty cooperation. One of my big things is to tell everyone that, if a faculty member lies to you, you can't do anything to him, because he's not legally under the Honor System. So the assumption is they can go running around lying, which is not true; because they set up this machinery last year: if a faculty member has any kind of dishonorable conduct or any kind of misconduct, according to your concepts, then you can report him to the Chancellor, and he will refer it to the Faculty General Cooperative Committee which hears all the evidence. They will then submit a recommendation to the Chancellor either for disciplinary action, or they will make a recommendation to set up a temporary ad hoc committee of 3-3-3 which will review the evidence and submit to the Chancellor a decision which he will either accept or reject. So I think if everybody starts realizing that everybody's involved in it—and

would still go to the committee. So everybody's included.

BULLET: How much information do you feel should be made public concerning a specific honor trial?

CONRAD: I think a lot more should be published than a little box in the BULLET saying "The Honor Council regrets to inform you..." It doesn't really help anybody, and I



Kathy Bradford

photo by Anne Gordon Grever

think if we published facts, it might help a lot of people. Especially in plagiarism cases: if we'd just state some of the facts involved in the situation, it ought to help everyone involved. Also I think you have to get the permission of the accused to publish as much as you want to—after you decide what you want to publish,

that someone else thinks is lying, stealing, or cheating that they did not believe was lying, stealing, or cheating. Or when they performed the act they had no idea that they were lying, stealing, or cheating. And this is what I believe the Council should be able to take into consideration, because often—

see HONOR, page 11

Welsh

To the Editor:

All too often in student government elections, contrasts between candidates can be readily anticipated. This year's contest for Executive Chairman is different: Ann Welsh is exceptional. The typical candidate runs on a platform of perennial "good ideas" which rarely see fruition, for little thought has been given as to how they are to be realized.

Ann is a dynamic candidate. Her emphasis is not on naming the obvious things that need doing, but rather on getting them done. Her platform, her excellent Senate record and her significant contributions to the Orientation and Academic Affairs Committee testify to this fact. Her approach is unique: it combines her ability to creatively use insights gained from experience in the legislative and judicial branches and her abilities to articulate, represent and organize to meet the needs and desires of students with action. Ann has our confidence, our respect and our support.

Marilyn Pucillo, '72
Teensie Farrar, '74
Kathy Evans, '73
Laurel Corner, '74
Ellen Dunn, '74
Peggy Howell, '73
Karen Kuecker, '72
Shirley Harris, '72
Cathy Giles, '72
Karen Turner, '73
Kristen Grimm, '73
Pat Barnett, '74
Ellen Hartford, '74
Karen Wisniewski, '74
Bernadine Kluchar, '74
Marty Hammer, '74
Carol Eckelman, '74
Barbara Muir, '74
Barbara Wilson, '74
Karen Cogar, '74
Thelma Jeter, '74
Margot Meeks, '74
Anne Moore, '74
Lindsay Alexander, '74
Kate O'Connell, '74
Evelyn Cox, '74
Gwynne MacIntyre, '74
Monita Fontaine, '74
Amy Oeld, '74
Brenda Gail Nunnally, '74
Susanne McClenaghan, '74
Mike Frank, '73
Cathy Alexander, '73
Karen Harwood, '72
Eialne Mandalieris, '73
Marianne Emery, '72
Kathi Sullivan, '72
Betty Harmon, '73
Sue Brennan, '72
Robin Schools, '73
Eddie Cobb, '73
Patti O'Connor, '73
Bonnie Levinsohn, '73
Rennie Eis, '72
Megan Schell, '72
Sherry Hilson, '73
JoAnne Bourquard, '71
Helen Hopkins, '71
Anne Bullard, '71
Mimzy Tackney, '71
Debbie Mandelker, '73
Holly Izard, '73
Carey A. Buck, '73
Sandy Gillingham, '71
Happy Anderson, '73
Bobbie Pilk, '72
Barbara Halliday, '71
Mary Cinalli, '73
Marcy Rogers, '73
Ginny Baker, '73
Debbie Reynolds, '73
Sarah Clayton, '73
Anne Gray Jones, '73
Susan Basile, '73
Barbara Morone, '71
Caroline Farrell, '72
Nancy Bugas, '73
Kath Davey, '73
Chris Banas, '73
Astri Baillie, '73
Jo Mayhew, '73
Bitsy Hobson, '74
Kathy Graves, '73
Pam Maynard, '73
Bonnie Cloyd, '73
Nancy Horner, '73
Burrell Montz, '73
Andrea Jaysnovitch, '73

Debbie Heifman, '73
Chris Tell, '73
Linda Kier, '74
Marsha Bridges, '73
Brenda Page, '71
Susan Palmer, '72
Judy Hall, '73
Didi Miller, '74
Irene Fitzpatrick, '73
Prudy Hutton, '72
Stephanie Carr, '73

Wegener

To the Students of Mary Washington:

This past year Mary Ann Wegener, besides her many other activities, has been president of Willard Hall. Throughout the year she has continually innovated new ideas into the traditional dorm system.

In the dorm elections, rather than holding nominations, Mary Ann requested all students interested in running for an office to sign up. This prevented "the best friend," who really didn't give a damn, from being nominated.

Instead of having a Christmas party only for the dorm, Mary Ann implemented a suggestion that we invite Head Start children and give a party for them. This involved us with the community outside the college and it was a success.

Another idea developed by her is our voluntary dorm library, consisting of current publications and pertinent information to students.

At the beginning of the second semester Mary Ann had a vote of confidence for dorm officers. This enabled us to suggest new ideas and remove from office anyone who was not properly doing her job.

Perhaps most important of all Mary Ann listens, cares, and acts. She has always been willing to consider anything—from the most trivial complaint of one individual to a major concern of the entire dorm.

President of Willard Hall has only been one aspect of Mary Ann's extensive involvement with our campus. But, even if this were the only aspect, we, the following dorm officers and senators of Willard, would urge you to vote for Mary Ann Wegener—Executive Chairman.

Fenny Hughes, '74
Linda Softy, '74
Faith Geibel, '74
Gail Proctor, '74
Pat Egan, '74
Kathy Nere, '74
Carolyn Gentry, '74
Judy Johnson, '74
Jenny Crawford, '74
Peaches Futrell, '74
Martha Welte, '74
Susie Fanjul, '74
Lisa Kirkwood, '74
Camilla Stroud, '74
Ginny Eiseemann, '74
Marybeth Brown, '74
Rosie Yates, '74
Leslie Gross, '74
Sarah Hoessly, '74
Abby Franko, '74
Theresa Adams, '74
Betty Thompson, '74
Lynn Hudson, '74

Bradford

To the Editor:

The Honor System has been and is moving in a progressive direction. The college community is realizing that a system that is absolute can no longer be tolerated. In writing this letter we support Kathy Bradford's view of a direction for the Honor System, as she puts emphasis on the individual as a person and advocates that the Council be allowed to take intent into consideration in deciding upon penalty for offenses. Her views markedly stress the idea of making the Honor System more meaningful to the students and faculty and more adequate to deal fairly with each case.

Kathy has long been associated with the Honor Council, as she served on it her freshman and sophomore years. Although she is not presently on the Council, her interest in it has caused her to keep well informed of its progress this year. Perhaps one of Kathy's most outstanding qualifications lies in the fact that she has been able to view the Honor System from the outside this year. As President of Marshall Dorm, she has had the opportunity to see the effects of the System on freshmen and to gain valuable insight by being on the outside.

There are many important aspects of the Honor System which Kathy feels need to be

strengthened. She recommends an Orientation Day for day students, a group which is usually counseled haphazardly because of their not living on campus. More duties and responsibilities for Dorm Honor Contacts were suggested to strengthen the System and increase student participation. Kathy also advocates an updating of the faculty on new trends in the Honor System through faculty and departmental meetings. New faculty members should also be counseled in procedures and the workings of our Honor System.

In closing, we would like to reiterate our support for Kathy Bradford. We agree with her proposals to make the Honor System more individualized and more meaningful to the college community.

Sincerely,
Laura Smith, '72
Betsy Smith, '72
Marti Houchins, '72
Anne Toms, '72
Sarah Cross, '72
Mary Jane Chandler, '71
Fredericka Hastings, '72
Carol Kling, '71
Linda Desell, '72
Barbara Nold, '72

Conrad

To the Editor:

Mary Washington College is very generally steeped in tradition. We have held on to many traditional functions and our campus itself is laden with reminders of yesterday. But we have also seen many changes and ideas put into action. We have been given more freedom and we seek the channels to promote further student commitments to educational, social, political, and personal reforms. We have not done all this quickly, though: we have had to respect valid basic institutions and build from sound principles to accomplish our objectives.

We, the undersigned, realize that worthwhile change can only come with thorough and respectful knowledge of a system's foundation. We support Beth Conrad for Honor Council President. She has worked on the Council for two years, has seen various changes in the Constitution, and has instituted, as well as investigated, many of the Honor Code's troubled areas. We appreciate her efforts to help us realize that honor is not absolute, and her attempts to have everyone raise needed questions.

Her experience is invaluable, her spirit unsurpassed, and her search for truth is a necessity in the total picture of campus involvement, and change.

Barbara Barnes, '73
Edie Cobb, '73
Donna Salzer, '73
Happy Anderson, '73
Margot Meeks, '74
Jo Mayhew, '73
Nancy Ruth, '73
Deborah Reynolds, '73
Loretta Ratkus, '73
Nancy Rogers, '73
Donna C. Mann, '73
Betsy Pabst, '73
Trish Humbach, '71
Theresa Adams, '74
Vicky Sileh, '72
Mary Saunders, '72
Martha K. Daughton, '74
Anne Sylvester, '72
Becky Smith, '71
Sheila Page, '71
Laura Watkins, '71
Julianne Doggett, '71
Candy Dole, '73
Kathy Marilla, '71
Kathy Duley, '72

Bradford

To the Editor:

Kathy Bradford, candidate for Honor Council President, makes the point in her platform that the individual is important, and that a person accused of an honor offense is a human being and should be treated as such. She does not advise a slackening of the Honor System, but a realistic view of individual human behavior. Her past experience as a member of the Honor Council has made her aware of the need for this viewpoint.

The Honor System is a very important phase of our lives as students at Mary Washington College; Kathy realizes its importance, and

see FEEDBACK, page 8

Welsh, Wegener present plan

BULLET: Recently, students at this and at other Virginia colleges have been calling for liberalization of dormitory rules, specifically those concerning open visitation and extended parietals. At the same time, there has been a reaction against this trend from parents and State legislators which recently culminated in Senate Joint Resolution No. 24. This Resolution is not a law, but it can be used to bring certain pressures against college administrators. Should students at Mary Washington College call for parietal rules directly at variance to the policy of the Bate-man Resolution, how would you, as an officer responsible to the student body, deal with this situation?

WEGENER: First of all I can say that I've been working on a faculty committee, and we are quite aware of the pressure — or I should say the hostility — that exists in the state of Virginia toward college students. And I might bring this in: we were talking about a new track system which would partially eliminate Fridays, which would look like a four-day week. And so I'm quite aware of the hostility existing in this state; and I can honestly say that I don't believe that we should make our policy to please the people of Virginia. I believe that students and individuals should be able to determine the manner in which they want to live. I don't think there's any way you can say that that's wrong. If you're 18 years old, and you're living out in Fredericksburg and you have your own apartment, you can come in at any time that you want and you can leave any time that you want. There is no way then that this College can make you submit to particular rulings. So I'm just saying that if these particular regulations do not endanger anyone, or do not give anyone any tremendous problems, I just don't see any reason why we should be following 19th Century Fredericksburg. I just feel that's what it is: we cannot be living our lives the way they want us to, because who's to say that they're living their lives properly? I don't think they can tell us how to live.

But you are asking how I would handle it — all I could say is that I would not budge — I would say to the Chancellor just what I've said to you. He has realized it, that he cannot govern us — he cannot govern our social lives or our behavior, and I think that he would understand, and I don't think that he would flinch. Also in that self-study committee report that I did about community opinion: how do you measure community opinion? How do you say, "Well, this is really what they want us to do"? There's no way to determine it; so I don't think you can really go on it.

WELSH: Well, first of all, the Bate-man Resolution was made merely in an advisory capacity. It has never been popular in the history of the United States to legislate any kind of morality, and people have never been particularly happy about it. One of the reasons that this resolution was passed is that it's extremely difficult, when you're holding a public office, to vote against something that is calling for public decency and public morality since all of us at least espouse this kind of feeling. As a result, I don't really feel that this is something that can place a great deal of pressure upon us. In asking for 24-hour visitation or anything like that, we are asking for it — but we're also saying that we're responsible, mature adults, and that we will make certain provisions to protect the rights of privacy of the individual and the rights of everyone involved. And I feel that I do have the support of the entire student body, that I could ask for something like this

because I would not feel that it was in variance to the Resolution. This is something that is a matter for the student body and for the Chancellor, and if we can come to some kind of decision as to what we feel is a responsible amount of rules and a responsible amount of regulations I don't feel that even the state of Virginia would hold anything against us.

willing to work with the ledger. This way we'd be utilizing more manpower. With the new social regulations we're going to be able to do it. And we're going to have to ask them to have a reasonable amount of responsibility, perhaps more than any student has had before; and besides their being responsible we're going to have to ask them to be extremely impartial in dealing with a

photos by Becky Smith



Mary Ann Wegener

BULLET: Last year Student Association underwent restructuring for the purpose of making it a more effective organization. Do you feel that the new structure has been more successful and beneficial than the previous one? Why or why not; and how would you change it, if at all?

WELSH: This new structure has only had one year to work, and I think one of the problems that we faced was that, when you're creating new offices, you have to define what these new offices are going to be. Generally, any kind of office is shaped by the personality that is behind it. I think that you've got to decide what you want to accomplish in the area, what you as a person can do, and then you can do anything. By splitting this up into four major areas of campus life — the national affairs, the judicial, the academic, and the social — we can widen our scope so that we can handle any kind of problem, grievance, and also handle any new idea that is presented to us. So in that sense I think it's much more efficient to break things down so you don't have one large group that's trying to handle everything. Also any ideas or plans can be channeled into the proper groups so that you can utilize all of your manpower and all of your resources. It provides for no duplication of effort and is just totally beneficial to the College community.

The only change that I would like to make in the whole government structure would be this: I would like to see that every office someone runs for does something. I would like to see a lot of change in the dorm structure because I feel that there are a lot of dorm offices that do nothing. For example, the secretary and treasurer: they do nothing but take minutes and perhaps pay the bill for flowers. These people have said that they are willing to work; certainly we could ask them for an hour of their time to serve on a Senate committee or some other committee so that we would have someone who's willing to take notes or someone who's

lot of problems that are going to come up.

WEGENER: I think that the structure this year, in itself, is a good one. I was fairly pleased with it. But I can honestly say that I don't think each particular area — let's say each structure — has done its best. I feel like there was a tremendous separation, there was a tremendous decentralization, but each little unit was not fulfilled to the greatest extent. One gripe that I really had is that so many students could be brought into what's happening if they were given the opportunity. I do not think that anyone would actually refuse to be on a faculty committee. I just feel like there are too many overlapping positions on this campus. And I think one way of eliminating that would be to make appointments to various people.

But within the structures themselves, maybe I can give you an example: in academic — this really ticked me off this year. I went to a number of educational reform committee meetings and I said, "I'm on a faculty committee and listen, we want your ideas. The faculty wants to know what students opinion is. They want to know what you want; they want to know what your ideas are. Just hand me a paper and I'll present it at the next meeting. They're always saying 'What do you want?' Is there anything you want to bring up?" And there's nothing. And it really infuriated me because I kept saying, "Come on, give me something. What are you guys doing? Sure you've got Free University but there's a lot of other things you could be doing, too. And if you're not going to do it, get somebody on your committee to be thinking up resolutions." Maybe they went to other committees, but nobody this year came up with a proposal for self-scheduled exams. It was Kathy Marilla and myself; it was our committee that had to do it. What was student government doing this year? That's what I would like to know. And that's one of my real clinchers. I went to about five meetings

and I said, "Come on, give me something. This is what we want." I had a whole list of minutes from last year where Jody Reed had come and given five different suggestions: extension of pass-fail, more short courses, more seminar-type courses. We didn't get anything from the Senate this year. And that really bugged me. If I were elected, certainly I can't know what's going on all the time, but I can just say, "Listen, this is what happened to me; don't let it happen to you."

I think the structure, as it is now, is good. I know one girl was talking about an expansion of the Senate, because she says the Senate doesn't really represent student opinion. But I told her that people elected senators not because of how they felt about things, but because of the person that they were, and that they would have enough trust in that person to say, "Okay, make that decision for me," and not, "Take a hand vote of your constituents; you really don't know beans about what's going on." So I think that whether you expanded the Senate or kept it the same size you would still have people being influenced more by the Senate and student government than by constituents. I don't think you can get away from that. I know as a freshman and as a sophomore that's how I was. I got my education in the Senate and not back in Willard.

BULLET: During the past year we have seen students and faculty initiate and pass numerous academic reforms. What more do you feel needs to be accomplished academic reforms. What more do you feel needs to be accomplished in the realm of academia to make MWC a more effective educational experience; and how will you work toward accomplishing this?

WEGENER: First of all, maybe I'll answer the last question first, and then I'll tell you what I have in mind. Being on a faculty committee this year was very frustrating in the beginning. But I discovered that you could find a program that would please most everybody. Working with the faculty and students you cannot always say, "Give me this." You've got to work with them and make them understand why you want what you want. Our main problem this year was just convincing them of the philosophy behind self-scheduled exams. And nobody had even thought that that was going to be the big problem. But Mrs. Mitchell has said this to me — and I believe it myself — that the mood of the faculty has changed, that it is changing, and that we as students — or especially students on faculty committees, or mine in particular — are beginning to be respected. Like they say, "Hello, Miss Wegener" to me when they see me in the halls. Maybe they would do that anyway; but the idea that they respect me as one of the gang — we're really working for the same things. I was going through a journal called LIBERAL EDUCATION and it said we've got to exploit the liberal arts college and take out of it what we can. And I can honestly say that a good percent of the faculty feel this way, that we're not really using ourselves to the fullest extent. And they have come to respect us. I think this is a major step — the idea that we can sit down and talk very casually, very informally, about anything, and bring up points and just make comments — but be respected and have our opinions respected as well.

As far as reform goes, there are a number of things. I've called for more student involvement, or let's say a continuation of student involvement in academic questions. Sure they (the faculty) have had the experience, but we're on the receiving end and I

ans for Student Association

think our experience — being on the receiving end — can give them some insight as to what's going on. I think we have just as much to say about it as they do. And as I said, the mood of the faculty is changing; they want to know what we have to say about things. I think the new degree requirements are fantastic; and another thing, we've been talking about individual programs of study. I've been putting this on my platform: the idea of working for a semester and coming to school for a semester. I think that could be easily done at a place like this. You could work in a social welfare center and get credit for it, and then study the following semester. Or work maybe through the summer into January in a marine laboratory and then come back and take courses. Now another idea that sort of goes along with the idea of a work-study program is something I have to admit I stole from Dean Croushore; we've been talking about it in the committee. It's the idea that, because society is so mobile, because students maybe don't want to go to school in four years, they could be able to take courses and not be limited to a four-year period. They would be able to take courses and then go to California for a while. Maybe they have husbands, or maybe they're getting married, and maybe they'll want to go with him and then come back. But students should not be limited by the four-year period. College is a learning process and I think it can be spread out. Another idea is: why should somebody have to take 12 — let's see — 14 credits per semester? Maybe this person wants to take three seminar courses: that's going to be plenty for that person. Why should she, really, be forced to take more hours when she thinks that this is perfect for her? Why should she have to set her life to somebody else's standards? This is also being supported by the faculty and I agree with it fully.

BULLET: When you're talking about a certain number of hours, do you mean the number that is required for a student to live in a residence hall?

WEGENER: Yes; and the number of hours in one semester: why should a student be penalized because she only earns 20 hours in her freshman year? If she passes all those courses and she does well, if she does an adequate and satisfactory job, why should she be told, "You've got to take so many hours in a certain amount of time"? So I'm just saying that we should open ourselves up so that we can incorporate more types of students who would like to study maybe on a slower basis or on a longer plan. I think they should be able to have that opportunity. I also think people who want to take more hours and who have a C average should be able to do that if they want to go through college in three years and cram it all into their brains. I don't see why they shouldn't have that choice; their degree is just as good in a shorter amount of time. I've also called for an extension of pass-fail to more electives, and more elective courses, and fewer required courses. The reason I feel we should do this is because a lot of people say, "Well, how can you go to graduate school if your courses are all going to be on pass-fail?" Isn't this really the individual's decision if she wants to take that many courses on pass-fail? Maybe she doesn't want to be in Mortar Board; maybe she doesn't want to be in an honors program: maybe she just wants to come here and take courses on pass-fail. And if she does a satisfactory job in her courses I don't see why she can't do that. Some people will say that's not a good diploma on all pass-fail, but I think you can make comparisons to other colleges: I know Harvard has quite a number of

students who are taking all pass-fail courses. If the college does not feel it can grant degrees on pass-fail then it should abolish the whole program; but apparently they think it's satisfactory, so I don't see what the difference would be to extend it. I'm taking education courses and they are just a waste of time. I'm taking them for a Virginia teacher's certificate and I think I should be able to take them on pass-fail, and right now I can only take one that way. I don't see the reason for that.

I've also put down that I think there should be some sort of sounding ground: I had this idea last year and I recommended it to one of the people running but they never did anything about it, so I decided I'd put it in my platform this year. It's something that I've been very interested in. You're familiar with Senate committee hearings in the government — I don't see any reason why we can't work out something like that. We have faculty meetings at 4 in the afternoon; I don't see why at 3 we can't have an open faculty-student forum where someone can go and say, "Well, what the hell has happened on self-scheduled exams? Why don't you guys want it? Why do you give us all this grief?" Or, let's say: Croushore's concerned about double majors, and he's got all these reasons why he doesn't think we should grant double majors. So make him stand up there and say why. If the Chancellor came to a Senate meeting. I don't see why the faculty wouldn't come to something like this and say, "Well, this is why" — just generally give people a place to sound off about things. I don't think it would be that hard to do: I think that there would be a response.

I guess all I can do is just emphasize again the idea about realizing that there are so many things that can be done, so many short courses. Last year I was involved in the All-College Day business about the 14-9-4 plan that Mr. Sletten had proposed; I was very impressed with it, because it gave students the opportunity to see what happened in the Communist revolution for four weeks without taking all of Russian history. And I think that we should keep in mind a lot of the proposals that were made then, because I think

WELSH: First of all I think you have to unite under a basic academic philosophy and a philosophy of education. I think this is something that's definitely lacking and I think a lot of professors have some kind of philosophy of education, but perhaps it's one that has not been renovated in the last 10 or 20 years. We're going to have to unite under what we feel are the goals of an education. One thing that we're definitely going to have to provide is some kind of course that is teaching people how to learn. A lot of people came to college and they really don't know how to learn; and this is something that's extremely vital in any kind of educational experience, because the point of an education is to teach you how to educate other people and to continue to educate yourself. That's something that I feel is especially lacking here, and we're not making any kind of provision for it. The greater freedom with the new curriculum changes is going to help a lot of people — if they do not want to specialize to any specific degree or if they do want to specialize, it's going to give them a lot greater scope, and it's going to enable them to be educated in the way they want to be. I think most of us have ideas about what we want to learn; now at least we'll be able to choose, and we won't be hindered by having to fit into some curriculum that is really totally irrelevant to what we want to learn.

I think we should have students represented in every department — this is something that's only being done now in maybe nine or 10 departments, and it's something that I think every student should have. Any student involved in a particular department should have a say — so in the curriculum that is being decided upon in that department, and should be allotted for a specific course, or something along those lines. It can be done now if you go to the committee on curriculum; however, I think that takes a lot of time perhaps you'll never even get to see it happen. You should be able to go to a specific department and say, "I'm taking lab sciences, I'm doing a whole lot more work than you're giving me credit for in my four hours credit, and as a result I think you should increase this." I think this is something they would be willing to increase if the channels were open for

are not going to be able to cope at all with the great realm of possibilities that are open to them. We're going to have provide more independent study, especially for freshmen who don't know what they want to study and should be given three hours' credit to decide what they want to go into.

Another thing I think we should add is intern programs on campus for credit. One of the new ideas coming into focus in this campaign is that we have a crisis center and that we have a day care center — that way, if you're a psych major studying what peoples' responses are and what their needs are you could be given some opportunity to put this education into use; and if you could be given credit for working at a crisis center and helping people it would increase your education. It would be something that would prepare you for what you're going to be doing with what you're majoring in. And if you're interested in the field of education you should be able to work on a committee for curriculum changes, studying topics of educational change and that sort of stuff.

BULLET: What type of day-care center do you have in mind?

WELSH: What I would like to see initially is — there are a lot of young faculty with wives, and the wives are stuck at home. Perhaps they would like to take courses. I think we're all women and we all have some maternal instincts, and this would be one way for us to use them and also help other people put time into doing work that they would like to do. We could start with the faculty wives and day students who have children; and also I think there are a lot of people in Fredericksburg who would take courses here if they had someplace to bring their children. It would give us a lot of opportunity to work on different educational methods. We could do a little Sesame Street or something along those lines to help us formulate what our ideas are; and it would be good for other people as well.

BULLET: How do you feel about the proposed system of diversified dorms, and how do you think it may affect the workings of Student Association?

WELSH: Well, first of all I think it's really a good idea. I know that a lot of people feel repressed, and are not at all happy with the present living environment, and perhaps because of parental wishes or economics they can't live off campus. I think that the College has a certain responsibility to the students to provide them with what, for them, would be the best living experience possible. As far as what this is going to mean for student government, I think first of all, in the past governance has been the least of our problems, but definitely it's going to be one of the major focuses for next year. The judicial system is going to have to be greatly enlarged to cope with this problem; we're going to have to totally revamp our court system because we're going to have perhaps three different kinds of dorms. What would be an infraction in the least liberal dorm could be something that is taken as a matter of fact in the most liberal dorm. So we're going to have to have a judicial system that is going to have to be able to cope with these changes. We're going to have to have some kind of council that can work on evaluations — under the auspices of student government, hopefully — that can say, "Well, I don't think this is the proper way to do this; we're going to have to revamp this somewhat." And these people would hopefully be involved in the judicial system in each of the dorms so that they would have some idea of what

see EXEC, page 9



Anne Welsh

that the departments within themselves are interested enough that they can utilize the opportunity given them by such a flexible program. If they want to do a week or even longer on the American Indian I think it would be fantastic. I just think that we should be given the chance and I really think that the faculty is ready to do something like that. And that's the direction I think we should go from here.

them to do so. Also, I think we have to build some sort of a resource center here on academia, because a lot of work is being done in the field of educational reform and I really don't feel that people are aware of it. With the new curriculum changes people are going to have a lot of questions and we're going to have to provide an academic counselling service for everyone, and especially for freshmen who

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feedback continued

from page 5

feels that through better organization and understanding, the System can be made to be relevant to the individual as well as to the college community.

We feel that Kathy Bradford is the person best qualified to be President of the Honor Council.

Sincerely,
Jan Reynolds, '71
Kimberly Warren, '71
Frances Sydnor, '71
Susan Sowers, '71

Conrad

To the Editor:

The Honor System at Mary Washington is presently in a state of transition. The Honor Council president must be someone who is both flexible enough to realize the changes that are needed, and dedicated enough to work at making these new ideas a reality. Beth Conrad has served as an active member of the Honor Council for the past two years and she has observed both the good and the bad points of the system. She has been extremely receptive to the new ideas, as evidenced by her implementation of students' suggestions into her platform. She is very enthusiastic about the Honor System and she has the desire and ability to make this enthusiasm campus-wide by eliminating the shortcomings of the present system. In keeping with the current trend toward students' rights, one must agree that the Honor Constitution needs to be amended in order to grant us these rights—to make the Honor System a fair one that protects the student, not one that destroys her. We feel that this is Beth Conrad's main objective; therefore we wholeheartedly endorse her for Honor Council president.

Sue Brennan, '72
Caroline A. Farrell, '72
Lynn Blair, '72
Cathy Alexander, '73
Karen Harwood, '72
Elaine Mandalieris, '73
Mirianne Emery, '72
Gay Bruce, '73
Megan Schell, '72
Renie Eis, '72
Patty Sauls, '71
Bobbe Pilk, '72
Barbara Morrone, '71
Stephanie Carr, '73
Kathi Sullivan, '72
Cindy Jones, '73
Bitsy Hobson, '74
Missy Moore, '73
Betty Harmon, '73
Robin School, '73
Patricia Lowry, '73
Lisa Johnson, '73
Sherry Wilson, '73
Beverly Hemingway, '72

Conrad

To the Editor:

It seems that the Honor System at MWC is being pushed further and further back in the minds of students. It is possible that the majority of students no longer even support the System. But students will most likely maintain their apathetic silence unless someone makes a determined effort to seek out their opinions.

Beth Conrad, in both her platform and her activities during the past year, has indicated her amount of interest in student opinion concerning the Honor System. On her own initiative she recently composed, distributed, and tabulated a poll concerning areas for change under consideration by the Council. In her platform, she says, "The honor system belongs to you, and I would like to make it the system you want."

I urge all students to support and protect their own views on the system by voting for Beth for the position of Honor Council president.

Barbara Halliday, '71

The BULLET also received a letter in support of Kathy Bradford from the following students:

Mary Cinali, '73
Ellen Smart, '73
Mary Buckingham, '72
Dorothy S. Gardner, '73
Kathy M. Daley, '73
Susan B. White, '73
Debbi Topp, '73
Debbie Argus, '73
Karen Ryan, '73
Mary Driehaus, '74
Peggy Howell, '73

Mandelker

To the Editor:

Debbie Mandelker's activities both in and out of the Senate this year—her Friday evening rap sessions, her new format for Convocation, her Spring Retreat plan, not to mention her work with various Senate committees—would clearly impress anyone with her knowledgeability of the Senate and how it should be run. But her most distinguishing characteristic is her enthusiasm which brings people together and keeps them involved. It is this one quality which is so important in a legislative Chairman, for she has to keep interest up and people working if the Senate is to be an effective organization. I wholeheartedly support Debbie's candidacy for Legislative Chairman, and know that under her leadership the Senate will realize its potential.

Mimi Hearne, '71

Bradford

To the Editor:

We support Kathy Bradford for Honor Council President. Her proposals will strengthen the Council and bring a new dimension to the Honor System. As president, Kathy will see to it that the individual does indeed count.

Meg Mullen, '74
Robin Wolfe, '73
Vicky Hunt, '74
Julia Blair, '74
Diane Bottenus, '74
Mary McFadyen, '72
Betsy Smith, '72
Lynne Meadows, '74
Lucinda Rothwell, '73
Cherie Hamilton, '73
Valerie Gregg, '74
Isabel Hurley, '74
Halley Cross, '74
Carol Goodwin, '74
Karen Ballard, '74
Patricia King, '74
Mary Gibson, '74
Vicki Dull, '74
Jane Hoffman, '74
M. Vickers, '74
Diane Bassemir, '74
Linda Scauro, '74
Karen Laino, '74
Louise Schmidt, '74
Eileen Roth, '74
Susie Sullivan, '73
Mary Garber, '74

Rabe

To the Editor:

An exciting person came to Mary Washington this fall, Jeanne Rabe. Beginning with her election as senator from Willard, she immediately became involved in school activities. Jeanne served on the Ad Hoc Committee on Student/Faculty Governance, and the Bill of Rights Committee; she was also assistant news editor of the BULLET. Such enthusiasm and genuine interest on the part of this capable and responsible individual are Jeanne Rabe's distinguishing trademarks. Allow this qualified student to further serve MWC; elect Jeanne Rabe for National Affairs Chairman.

Sincerely,
Jan Donaldson, '72
Patty Young, '72
Mary Lee Tucker, '71
Mary Ann Wegener, '72
Brenda Wirt, '72
Jane Reilly, '72
Patsy Hargrove, '72
Nan Crueger, '72
Chris Jaeger, '72
Martie Houchins, '72
Ellen Taylor, '72
Peg Hubbard, '74
Elaine Cubbon, '74
Sandy Cook, '74
Theresa Adams, '74
Kathy Atkinson, '72

see FEEDBACK, page 10

Exec plans, continued

from page 7
the actual workings were, what the actual problems were. I think this is going to be a major focus because it's kind of our proof of our maturity and of our responsibility, so that we are really going to have to unite as a total governance area to work out the plans, and to create checks on ourselves to make sure that we do this properly.

WEGENER: Well, I think that a diversified system would be very good for the first year because it would give the people who would be frightened by a dorm with no rules the opportunity to cling to something else. What I mean by clinging is the idea that in this other type of dorm somebody would be taking care of them, which I think is what they are trying to say. It has been suggested that the first-semester freshmen live under rules that would be more strenuous than let's say the rest of the college. But I think it will probably work out. I can see how there would be problems because I talked to Marilyn about this before; about the idea — what would you do in a judicial case, where in one dorm anybody can leave anytime they want. And let's say in Madison you can't leave after 2 o'clock. How can they prosecute someone who leaves the dorm after 2 o'clock when Susi Jones leaves the dorm after 2 o'clock every night over in Mason? What are you going to do there? So it has been suggested, and I tend to go along with the idea, that if we do have a system of diversification the judicial systems will have to be completely taken care of within the dorms. You are going to have to have a kind of separate judicial government in each dorm to suffice for those particular rules. Otherwise, I think you would have utter chaos. You cannot judge someone on something like that when you're used to doing it yourself. How can you punish someone for that? I would say the people who would live in these dorms would respect these rules, supposedly, and would have to suffer the consequences. So I think it is a good idea, except that I think you will have to have the judicial systems within the dormitories themselves. It would be great for a transition on this campus.

BULLET: Under the proposed system of diversified dorms, do you feel that freshmen should be given a chance to decide the type of dorm rules under which they wish to live? Why or why not?

WEGENER: I have no doubts about this: I definitely think that freshmen should be given the opportunity to determine their own dorm regulations. And I'll put in a word for the freshmen — they will. We, for the first time on the Mary Washington campus, are having open house until 1 a.m. the weekend after next. So it can be done. It wasn't that difficult. I have tremendous faith in the freshmen, and I think that one semester of living under rules that are — let's say, not strict but fairly liberal — will give them a good idea of what is expected of them as far as safety goes; and will help them realize what type of rules they want to live under. I don't feel there should be any set like they're talking about "Type Dorm A" and "Type Dorm B" — I think that, within the dorms themselves, you can have sort of guidelines as far as what type of dorm it will be or what rules will be allowed — what it will be like, the atmosphere. And I feel that, in a freshman dorm, they will be just as capable after one semester here in determining that. We already have kids in Willard who have refused to flip out and sign out, and they were doing that in November. So they don't catch on that slowly; they catch on fast.

WELSH: I think that they should definitely be given a choice. I think it

should be stressed that this is something that they should talk over with their parents, and hopefully talk over with someone else who is involved in a similar circumstance. I don't feel that we have the right to discriminate against someone because he or she is a freshman: they should have as many rights in determining what their living conditions should be as we do. But I think sometimes it's hard to know exactly what you want and exactly how much freedom you want, depending on what your background is, and things like that. As a result I think we should provide some kind of information on what it means to live under Dorm Plan A or B or whatever. They should be given the choice, and perhaps given some provision for opting to change if they don't like what they've got.

BULLET: This year, more than ever before, members of Executive Cabinet have been asking themselves, "Do students here really want a Student Association?" Why have these doubts been so prevalent and what do you plan to do, if elected, to make students more interested in Student Association?

WELSH: Well, first of all, I think that the prevalent attitude on this campus in the past has been that members of Exec Cabinet are elitist. And I think that this is something that perhaps we're all at fault in, because we tend to look at seven people and say, "We have directly elected them; we have given them full responsibility, so they must have something we don't have." Which is totally erroneous. I think that if we treat these people with a certain amount of humanity and say, "Well, you've said that you're willing to take on this responsibility, so we will invest it in you, but we will continue to work with you," maybe the student government and Exec Cabinet can do something together.

As far as providing for peoples' interests, I think that a lot of people have been called apathetic, perhaps because we haven't found what they're interested in. Everyone's amount of interest is different, and their topic of interest is different, and we have to be able to hit them with anything — a day care center, a crisis center, educational reform, any number of things. This is what we have to provide people. Everyone wants to do something; we just have to find out what it is and get them to do it. In this sense, we will be creating for student government a certain amount of support which will certainly make it look better to all the students and make it more efficient and more effective.

WEGENER: I think mainly one of the problems this year — well, it's a problem everywhere, it's a national problem — is communication. It's an old cliché, but there isn't any communication on this campus. It's quite a problem to tackle, and in fact, I hate to refer back to this report I did, but in self-study I was working on student government as far as participation goes. And I did a poll. It wasn't a very efficient poll but I learned quite a bit from it. Anne Bullard was working on it, and Ann Jeffries as well. And I asked a number of students, "Are you satisfied with student government?" And 68% would

say yes and the rest would say no, and then they would give suggestions. But I discovered in talking to a number of students, and I talked to about 35 over the phone, that they felt that they would elect student government officials, that they would read their platforms, and that they would put them in office to do what they wanted.

In other words it wasn't that they didn't care, it was just that they thought they would put that person in to do that job.

Now I just did a report on Comparative Politics about how people are afraid to be free — how people don't like to be governed — in fact, I think this is very reflective in the number of people that were nominated the other night. The people don't really want the responsibility. People are either afraid of it or they don't understand it. Well, I think maybe they're just lazy. They feel that they will put in six or seven people who they can trust and let them do the job. And they'll say, "Okay you've got it, so you do it. You asked for it." And I think that's the way most of the people on this campus feel. I don't know what you can do to change it. When I've been going around to the dorms, I've been saying, "I really want to instill the idea of having a community here." Now, I've talked about colleges as more than "pillars and platitudes"; there can be a meaning here: you can have a learning experience, you can develop as an individual and on your own. I feel that by opening up the channels — well, to take an example, we can talk about Marilyn (Morgan) going in to the Chancellor and saying, "We want this and that and this." But she's only one student, and there are other people who would like to go in and talk to him. The channels are there; but does he really respect students? No, he doesn't. I don't think he respects them; he thinks of them as children. And you've got to "win him over": Marilyn has spent almost eight months trying to win him over. She says, "You've got to understand the Chancellor before he'll do anything for you." Well, chuck it! You can't go through your life trying to make people understand you before you ask them for what you want. So I get real tired of people saying, "You've got to get to know the man." You don't get to know the doctor when you go in and visit him and he tells you what's wrong with you; he doesn't psychoanalyze you before he gives you a diagnosis. I think we've spent a lot of time trying to get to know people rather than trying to make people understand our positions and what we feel, and why we feel the way that we do. As far as the student body goes, I just think that we have to keep trying, keep saying, "Listen, we want to know what you have to say." I heard one girl say that if she was elected she was going to go door to door and get to know everybody, and somebody said, "Oh, you couldn't possibly do that." Well you could! And I don't think that would be so hard. You do it during campaigning, so why not? Why not spend the first week or two getting to know kids, going into the dorms and saying, "Well, what do you want?" And then, I mentioned on my platform a State of the Campus address. At the beginning of the year, say, "Now listen, you guys, we want to do something this year. We've got some ideas; we want to tell you what

they are. You tell us what you think; if you don't like them let us know." And I think if you put people on the spot long enough they will respond. Maybe I'm being idealistic, but you've got to do it that way. You can't just sit over in Ann Fairfax and have people come to you, cause they don't come, and they're never going to come to

you cause they're afraid. Working at that coffee house, I've gotten to know more kids that way than through anything that I've ever done because it's a casual atmosphere. If you have things there for people to do, I think they'll come and they'll like it. Like Free University has gone over pretty big. And I think that the response is better, and I think that the response on this campus is more, percentage-wise, than it would be on another campus. I don't think that there's no hope, by any means.

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feedback continued

from page 8

Anderson

To the Editor:

We, the undersigned, do heartily endorse Happy Anderson for the position of Social Affairs Chairman. She has proven herself to be a hardworking and dedicated person and has excellent insight into many of the problems here on campus and is aware of the obstacles ahead. Having experience in the social realm of activities on campus and maintaining an enthusiastic outlook for what is to come, she would be an essential and integral part of the Student Association next year.

Sincerely,

Barbara Halliday, '71
Mary Saunders, '72
Bobbie Burton, '74
Paddy Link, '72
Karen Jo Mayhew, '73
Edie Cobb, '73
Kathy Sullivan, '72
Lynn Hoffman, '72
Nancy Connor, '72
Kitty Tinchkam, '71
Barbara Morone, '71
Becky Smith, '71
Judy Benevento, '72
Dodie Driscoll, '72
Barb Barnes, '73
Donna Salzer, '73
Betsy Pabst, '73
Mary Cline, '73
Debbie Reynolds, '73
Anne Reed, '74
Maury Williams, '74
Monita Fontaine, '74
Katie O'Connell, '74
Bambi Creighton, '73
Pat Magee, '73
Pat McKenna, '73
Lee Ingham, '71
Pat Kelly, '71
Beth Conrad, '72
Caroline Farrell, '72
Ann Welsh, '73
Janet Pickral, '73
Debbie Mandelker, '73
Kristin Gunn, '73
Karen Turner, '73
Sarah Clayton, '73
Marcy Rogers, '73
Joyce Bradbury, '73
Ginny Baker, '73
Kath Davey, '73
Sherry Wilson, '73
Bitsy Hobson, '74
Sue Tyler, '74
Ginny Elsemann, '74
Suzanne McLenehan, '74
Karen Harwood, '72
Nancy Bugas, '73
Burrell Montz, '73
Cathy Alexander, '73
Betty Harmon, '73
Steph Carr, '73
Robin Schools, '73
Nancy Horner, '73
Nancy Barbour, '73
Bonnie Cloyd, '73
Pam Maynard, '73
Mickey Francioni, '73
Becky Jones, '73
Tricia Bowles, '73
Margot Meeks, '74
Anne Gray Jones, '73
Susan Baril, '73
Kathy Daley, '73
Sallie Carter, '73
Lisa Johnson, '73
Patti O'Conner, '71
Debbie Helman, '73
Linda Kier, '74
Kelsey Lennox, '74
Chris TILL, '73
Karen Kenny, '73
Susan Roark, '73
Donna Calve, '72
Martha Jones, '73
Mary Marquette, '74
Fran Terrell, '73
Kaye Carrithers, '73
Susan Palmer, '72
Judy Hall, '73
Sue Hunn, '73
Karen Davenport, '73
Didi Miller, '74
Brenda C. Munnally, '74
Karen Wisniewski, '74
Bernadine Kluckar, '74
Jane Danforth, '72
Becky Casnussen, '74

Steph Poor, '71
Prudy Hutton, '72
Susie Cahill, '73

The BULLET also received a letter in support of Happy Anderson from the following students:

Penn Bailey, '71
Diane Coleman, '71
Beth Welsh, '71
Cookie Brennan, '71
Mary T. Bradley MacPherson, '71
Sheila Page, '71
Cherie Burke, '71
Anne Bullard, '71

Link

To the Editor:

One of Paddy Link's greatest attributes is her ability to get things done. Paddy has a lengthy and effective involvement in various phases of academic concerns. While serving as secretary to the Faculty Curriculum committee, she has had the opportunity to represent student viewpoints. As Chairman of the Senate Orientation Committee, she has worked to make student and faculty involvement in academic concerns more meaningful and complete. Through her efforts as a freshman dorm president, she has tried to help freshmen assimilate into the academic improvements. We must take this opportunity to have an Academic Affairs Chairman who will get things done.

Suzanne McClenaghan, '74
Brenda Gail Nunnally, '74
Ellen Hartford, '74
Karen Wisniewski, '74
Deborah Brown, '71
Mike Frank, '73
Jo Mayhew, '72
Susan Walker, '74
Joann Pompa, '74
Ginny McIntosh, '74
Lindsay Alexander, '74
Karen Cogar, '74
Merle Bowles, '74
Margot Meeks, '74
Pete Tanner, '74
Nancy McMillwn, '74
Didi Miller, '74
Steph Poor, '72
Ginger Griffin, '73
Nancy Thronton, '72
Claudia Herring, '72
Sue Leary, '73
Duke Price, '73
Michael Dowling, '73
Debbie Bowles, '74
Debbie Fricke, '74
Kathy Farrell, '74
Mary Gaber, '74
Helen McCarty, '74
Elaine Puckett, '74
Cathy Giles, '74
Nancy Mahone, '74
Jenny Erickson, '74
Carol Carter, '74
Monita Fontain, '74
Julie Blair, '74
Mary Saunders, '74
Bitsy Hobson, '74
Stephanie Carr, '73
Kathleen Blakey, '73
Anne Bryant, '73
Susan Crisp, '73
Happy Anderson, '73
Cathy Alexander, '73
Nancy Bugas, '73
Pam Maynard, '73
Bonnie Cloyd, '73
Nancy Horner, '73
Nancy Barbour, '73
Edie Cobb, '73
Irene Fitzpatrick, '73
Debbie Helman, '73
Chris Tell, '73
Linda Kier, '74
Marsha Bridges, '73
Susan Palmer, '72
Kate O'Connell, '74
Judy Hall, '73
Sue Hunn, '73
Susan Basil, '73
Susan Basile, '73
Sherry Wilson, '73
Lisa Johnson, '74
Barbara Morrone, '71

see FEEDBACK, page 11

Ridd

To the Editor:

In the forthcoming preliminaries there is a good reason for the three-way race for the office of Academic Affairs: in spite of the fact that within the past year long-needed academic reforms have been instituted at MWC, new problems and ideas are being recognized and need to be studied and acted upon. One candidate, Sue Ridd, has taken the initiative by suggesting new areas for reform, discussing their implementation with all three sections of the academic community, students, faculty, and administrative officials, and receiving their ideas. We know that she wants to keep academics at MWC moving with the times; therefore, we the undersigned support Sue Ridd in her candidacy for Academic Affairs Chairman.

Jan Nere, '71
Cynthia White, '71
Fay Kulner, '73
Khaki Kessler, '74
Sue Tracy, '72
Debbie Duckovich, '73
Natalie Sampson, '72
Adele Marshall, '73
Jane Danforth, '72
Kathie Nere, '74
Signe Pabst, '72
Pat McQueen, '72
Margie Beane, '71
Brenda Elliott, '72
Julie Bare, '71

The BULLET also received a letter in support of Paddy Link from the following students:

Anne Bullard, '71
Helen Hopkins, '71
Mimzy Tackney, '71

Fontaine

To the Editor:

Monita Fontaine has proven herself an outstanding representative of student opinion as one of the most vocal and conscientious members of the Senate this year. She is running for Senator at Large because she feels very strongly that all students must have a way to make themselves heard.

Monita takes the initiative in seeking action taken on things which others only complain about. Off-campus housing for all classes has been long wished for; after Monita's Senate resolution last semester, it is now a reality.

Monita's candidacy presents us for once with an alternative — representation and action.

Sincerely,

Deborah Brown, '72
Susan Palmer, '72
Marty Hammer, '74
Ellen Hartford, '74
Paddy Link, '72
Edie Cobb, '73
Happy Anderson, '73
Margaret Meeks, '74
Lynn Mullenbury, '74
Kate O'Connell, '74
Cathy Tidball, '72
Bobbie Burton, '74
Amy Harrier, '74
Jan Karker, '74
Kathy McNamara, '74
Deborah K. Nowlin, '74
Teensie Farrar, '74
Chris Kelly, '74
Burrell Montz, '73
Julie Obarski, '73
Kelsy Lennox, '73
Debby Dunlevy, '74
Susie Fanjul, '74
Jane Reed, '74
Pamela Curtis, '74
Maribeth Brewster, '74
Elizabeth Lorraine, '74
Sue Tyler, '74
Helen Jeter, '74
Thelma Jeter, '74
Mary Marguerite, '74
Kathy Marilla, '71
Betty Hobson, '74
Karen Harwood, '72
Karen Crogar, '74
Jan A. Avery, '74
Bitsy Hobson, '74
Stephanie Carr, '73
Robin Schools, '73
Anne Bryant, '73
Susan Crisp, '73
Nancy Bugas, '73

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Honor penalties discussed

from page 4

times, when a case comes up, it is the state of mind or the intent in which the act was performed that determines. There's a difference between a person who maliciously commits an honor offense, either to put something over on their professor—such as plagiarizing on a paper—or on another student, or maliciously stealing from someone on their hall; there's a difference between that type of violation and the type of violation where a person in a moment of stress, and because of a certain culmination of events, falls down. And believe the Council should be able to take into consideration all the types of circumstances surrounding the case to determine the best type of penalty to fit the crime; because I do not believe that every type of honor violation warrants a permanent dismissal penalty. And I do believe, in most cases, it is the intent with which the violation was committed which determines whether it warrants a permanent dismissal or a dismissal with recommendation to return later or perhaps even having the dismissal waived. I realize the difficulty of knowing what's going on in a person's mind; but I believe, in every case I've ever sat on, the state of mind of the person has been very evident throughout the trial. And I do not believe that it's an impossible thing for the Council to determine, because through the evidence of other people and of the person who is speaking in her own behalf, you can determine more or less the reasoning behind the act or the attitude the person has toward what she has done. And

all these things are very important when you're deciding the degree of the crime. Intent, to my way of thinking, plays no part in deciding innocence or guilt; because either a violation is very, very important when you're deciding what type of penalty to give a person.

CONRAD: In the constitution it says that the Council will take neither character nor intent into consideration. Probably, long ago, they followed this; but last year's Council and this year's Council—well, we don't take intent into consideration in determining innocence or guilt: you either did it or you didn't. But we have been taking intent into consideration—especially psychological and emotional stress, which really is the intent as far as we have it now—all along in deciding what penalty to give. So I think instead of doing something that it says not to do in the constitution—but doing it anyway—we might as well change the constitution and take intent into consideration when we are deciding on the penalty. If somebody stole \$5 to get food for his family—this is the obvious example—or somebody stole \$5 just for himself, intent might be different; even though they're both stealing, one is doing as much as he can to help somebody else, which is not really as dishonorable as the other one just stealing maliciously to ruin the system. I think if you know the reason why the person did it, it's much easier to give the penalty according to the crime.

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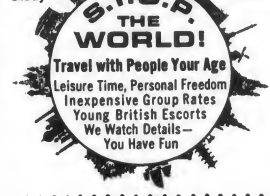
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Gainey

To the Editor:

We feel that Pixie Gainey is an excellent choice for Senator-at-Large. She has had two year's experience as a senator and in this time has been able to observe the directions of the campus. She is most able to recognize the needs and desires of the students.

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Convocation to have new format in fall

by Jeanne Rabe

Both Chancellor Simpson and the Public Occasions Committee accepted a proposal last week that would alter the present format of Fall Convocation, making it a more informal assembly of the college community.

Debbie Mandelker presented the plan as an alternative to the convocation ceremony in response to her concern for the apparent lack of student interest in last year's fall convocation. Her plan would involve the customary speech by Chancellor Simpson as well as student discussion groups and workshops covering a wide range of topics; the events would compose what Debbie calls an "All Community Day," with the "purpose of unifying the college community and giving it direction."

A similar revision of Spring Convocation, during which there is a swearing-in of the new Student Association officers and a speech by the out-going executive officer, is being considered, but no action may be taken until "the proper channels are reached," says Debbie. All plans must meet the Chancellor's approval before they become final.

news in Brief

MWC's switch-side debate team, Jeonette Coffey and Christine Crawford, emerged with a 3-3 overall record from the Invitational Novice Debate Tournament held last month at the University of Richmond.

MWC defeated teams from West Virginia University, the University of Richmond, and Randolph Macon Men's College and lost to George Washington University, the University of Delaware, and the University of North Carolina at Greensboro.

The team, coached by Mr. Lewis P. Fickett, is presently preparing for a tournament at Virginia Intermont College on March 12-13.

SA will hold preliminary voting for this week's elections today from 11 a.m. to 2 p.m. in ACL foyer.

There will be a meeting of Pi Nu Chi Tuesday night, March 9, at 6:30 in Combs 100.

Miss Mary Dodson, Virginia's "Teacher of the Year" for 1970 and a member of the MWC class of 1961, will be feted at a reception in her honor Tuesday, March 9, at 7 p.m. in ACL ballroom.

A native of Lancaster County, Miss Dodson now teaches the first grade at Featherstone Elementary School in Prince William County. She was selected to win the award over 12 other candidates through the decision of a subcommittee of the State Department of Education's teacher education advisory committee.

While attending Mary Washington College Miss Dodson was a member of the Student Education Association, an organization for those who plan to enter the teaching profession.

There will be a meeting for students interested in the Marine Biology Program this Tuesday, March 9, at 7 p.m. in Combs 200.

Nominees for SA elections will present their final speeches Tuesday, March 9, at 7 p.m. in Monroe auditorium. After the speeches SA will hold a demonstration of the voting machines to be used in the final elections. Members of the Fredericksburg community are invited to a second demonstration of the use of the machine, to be held after students have been instructed.

Final voting for student elections will be held this Wednesday, March 10, from 9 a.m. to 4 p.m. in ACL 107.

No student will be permitted to vote without first presenting a College ID card. Results of the elections will be announced Wednesday night at 6:30 in ACL ballroom.

The MWC Dance Company will present a concert Wednesday, March 10, at 8 p.m. in GW auditorium; and Thursday, March 11, also at 8 p.m. in GW auditorium. All students are invited to attend.

There will be a meeting of the Christian Science Organization this Thursday, March 11, at 7 p.m. in the Owl's Nest, Ann Carter Lee Hall.

Gyorgy Kepes of the Massachusetts Institute of Technology will speak on "Art on a New Scale" Friday, March 12, at 11:15 a.m. in duPont Little Theatre. He is being sponsored by the MWC Department of art.

"The Sterile Cuckoo," a film starring Liza Minelli, will be shown Friday, March 12, at 8 p.m. in GW auditorium. Tickets will cost 50 cents per person and no one will be admitted without a ticket. The film is being sponsored by the freshmen class.

The MWC Dance Company will present a motinee concert this Saturday, March 13, at 2:30 p.m. in GW auditorium.